NATIONAL & CENTER ON
TIME & LEARNING

Using Increased Learning Time to Accelerate Turnaround and Transformation

Who Are We?

The **National Center on Time & Learning (NCTL)** is dedicated to expanding learning time to improve student achievement and enable a well-rounded education.

Through **research, public policy, and technical assistance** we support national, state, and local initiatives that add significantly more school time to help children meet the demands of the 21st century.

Agenda

What Do We Mean By Expanded Learning Time
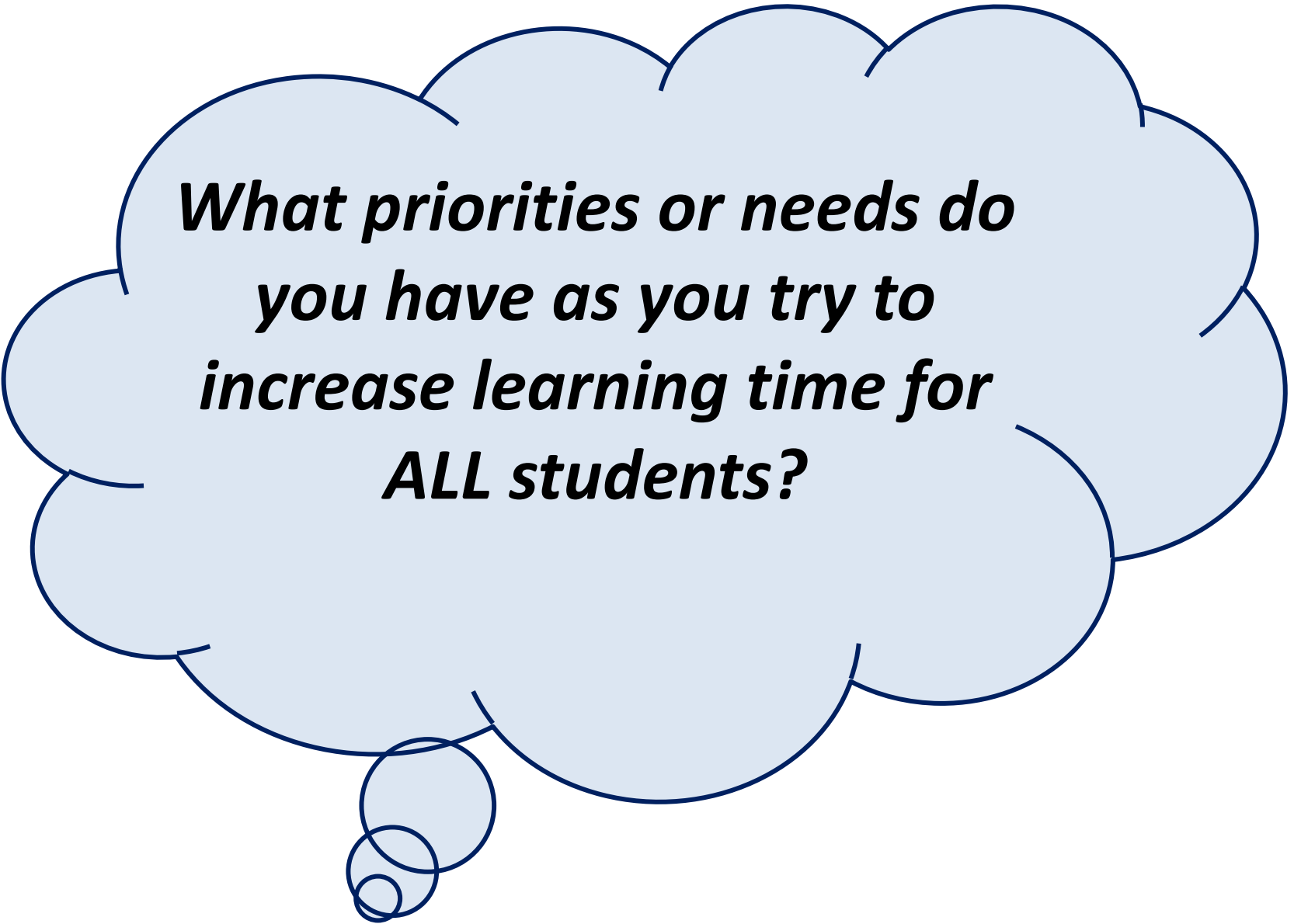
Trends in ELT

Lessons Learned
Eight Powerful Practices at High Performing Expanded Time Schools

Tools
Optimize Time Use in Schools and Classrooms

Resource Allocation
Ideas for Expanding Learning Time

What priorities or needs do you have as you try to increase learning time for ALL students?

Today's Key Messages

➡ **More Learning Time is Essential for Turnaround.** It can't be done without more time.

➡ **Implementation Improves Over Time.** SIG timelines have been rushed. ILT improving at SEA, LEA, and school levels

➡ **Creativity is the key.** This is still a new field; your state, and the districts and schools you work with can create the next break-the-mold strategy.

National Landscape: Trends in Time Reform

Fort Logan Elementary School
Sheridan, CO

Using **"second shift" of educators**, including personnel from other schools and partners, to staff additional 7 school hours per week.

Chicago Public Schools
Chicago, IL

Using **technology** to add 90 minutes of instruction each day for over 2000 students in 5 elementary schools; 10 more schools to join the initiative in January 2011.

Generation High School
Brooklyn, NY

Using **staggered teacher schedules** to staff 200 days per year at no additional cost.

Gary and Jerri-Ann Jacobs High Tech High School
San Diego, CA

Using an additional hour of the school day that requires all 11th grade students to participate in an **internship** with a local business.
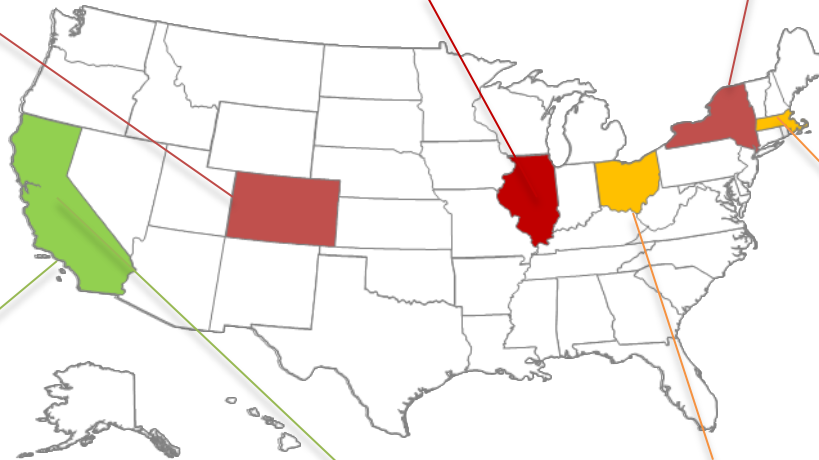
Massachusetts Expanded Learning Time (ELT) Initiative

First-in-the-nation state-funded initiative to expand learning time by **300 hours/year for all students** in participating schools; currently 10,500 students in 19 schools served. Initiative launched and led by NCTL, Massachusetts DOE, and state legislature.

Waterford High School
Waterford, CA

Focused on **bell-to-bell** instruction and improved time on task from 65% to 85%.

Cincinnati Fifth Quarter
Cincinnati, OH

Using **summer session** to provide 130 additional hours of learning time, including academics and enrichment.

What do we mean by Increased Learning Time?

Increased Learning Time means…

🕐 At least 300 hours of additional learning time for all students

🕐 A balanced approach to the school day
 - *more time for core academics, enrichment, and teacher collaboration*

🕐 A catalyst for school redesign and turnaround

🕐 Better integration of community partnerships and expertise into the school day

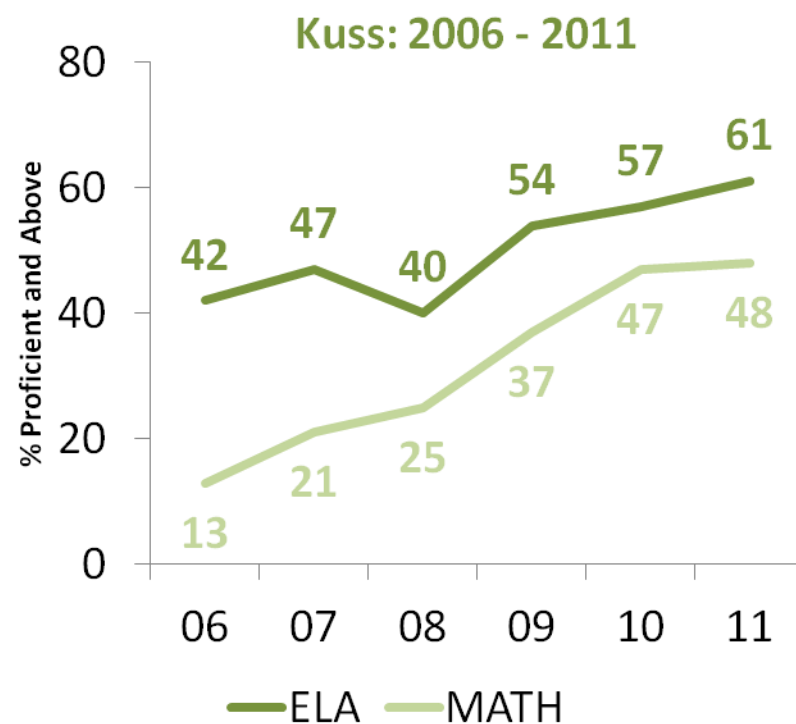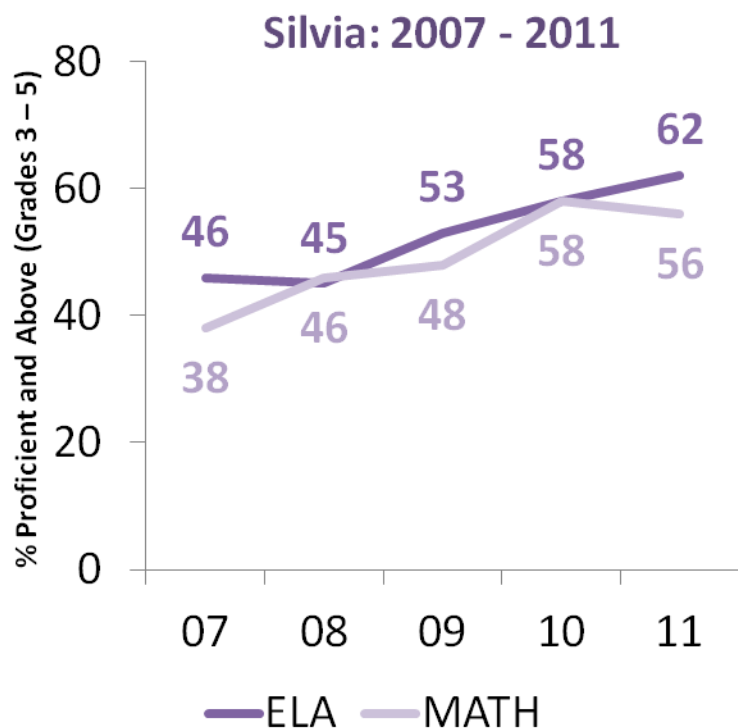🕐 Deeper implementation of school and district priorities

Fulfilling the Promise of Expanded Learning Time

Percent of Students Scoring Proficient

Silvia Elementary School (Grades PK – 5) and Kuss Middle School (Grades 6 – 8)

NOTES:
• Proficiency rates aggregated and weighted across Grades 3 – 5 and Grades 6 – 8

More Time Alone Does Not Guarantee Results

Four Year Change in Proficiency: (2006 – 2010)
Top Performing and Bottom Performing Middle Schools with Four Years of ELT

Change in ELA Proficiency

- School A: 25.1
- School B: 15.8
- School C: 1.8
- School D: 7

Y-axis: Change in % Proficient and Above (0–50)

Change in Math Proficiency

- School A: 28.2
- School B: 34.2
- School C: 15.4
- School D: 16.3

Y-axis: Change in % Proficient and Above (0–50)
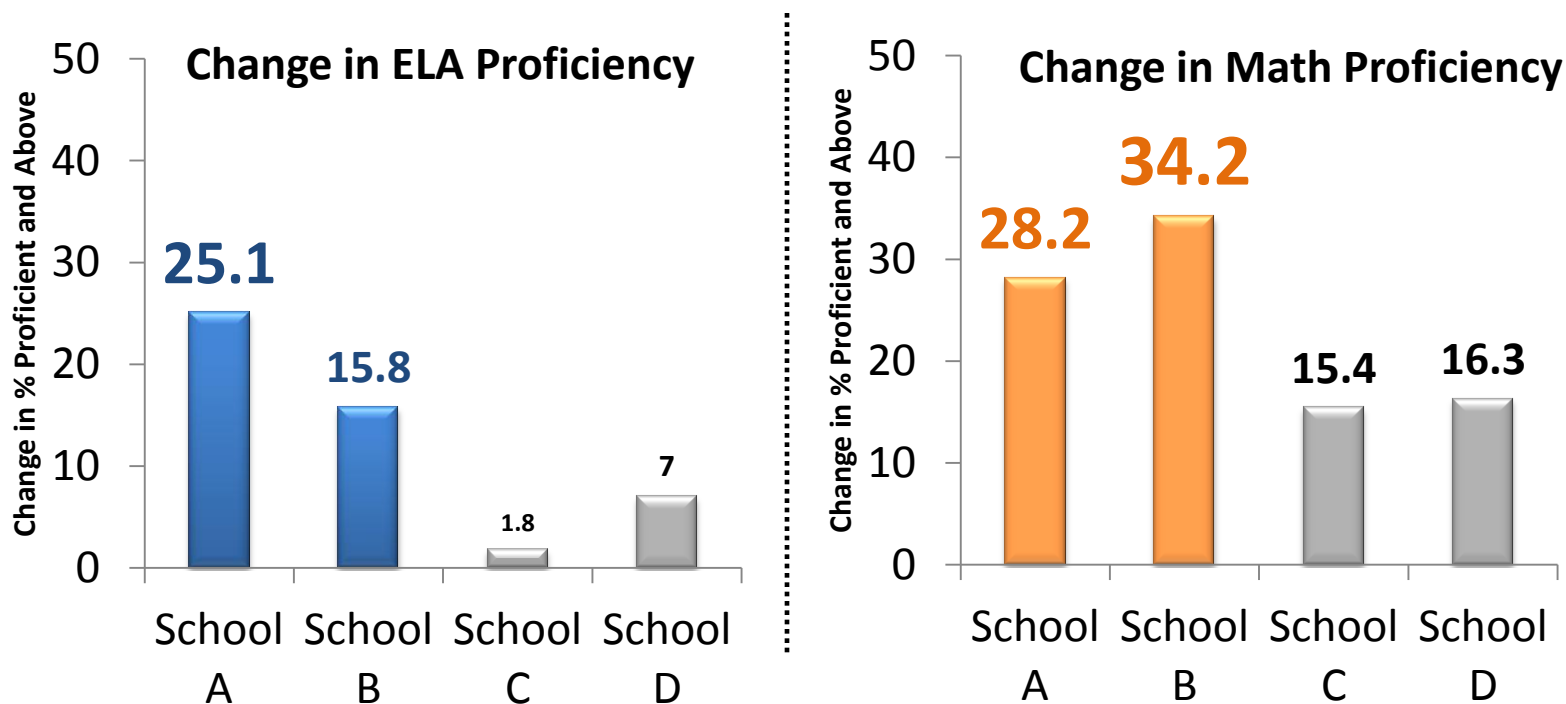
Schools A & B: Higher Performing Schools
Schools C & D: Lower Performing Schools

Eight Powerful Practices at High Performing Expanded Time Schools

OPTIMIZE TIME
FOR STUDENT LEARNING
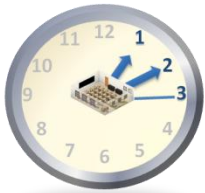
1 **Make Every Minute Count**

2 **Prioritize Time to Focus on a small set of school-wide goals**

3 **Individualize Learning Time and Instruction based on Student Needs**

USE TIME TO HELP STUDENTS
THRIVE IN SCHOOL AND BEYOND

4 **Build a School Culture of High Expectations and Mutual Accountability**

5 **Provide a Well-Rounded Education**

6 **Prepare Students for College and Career**

DEDICATE TIME
TO IMPROVING TEACHER EFFECTIVENESS

7 **Continuously Strengthen Instruction**

8 **Relentlessly Analyze and Respond to Data**

Increasing Learning Time – Where to Begin

Making Every Minute Count – Support schools and districts in assessing how well they are currently using time

The student day can be longer than the teacher day – Cost effective solutions depend on the creative and flexible allocation of resources – people, time, funding

Tennessee Department of Education
Federal Programs Directors Conference
October 5, 2001

Making Every Minute Count

Three Steps to Making Every Minute Count

Learning Time (vertical axis label)

Focus on Attendance: if students aren't present, they can't learn

1

Maximize time at the SCHOOL level

2

Maximize time at the CLASSROOM level

3
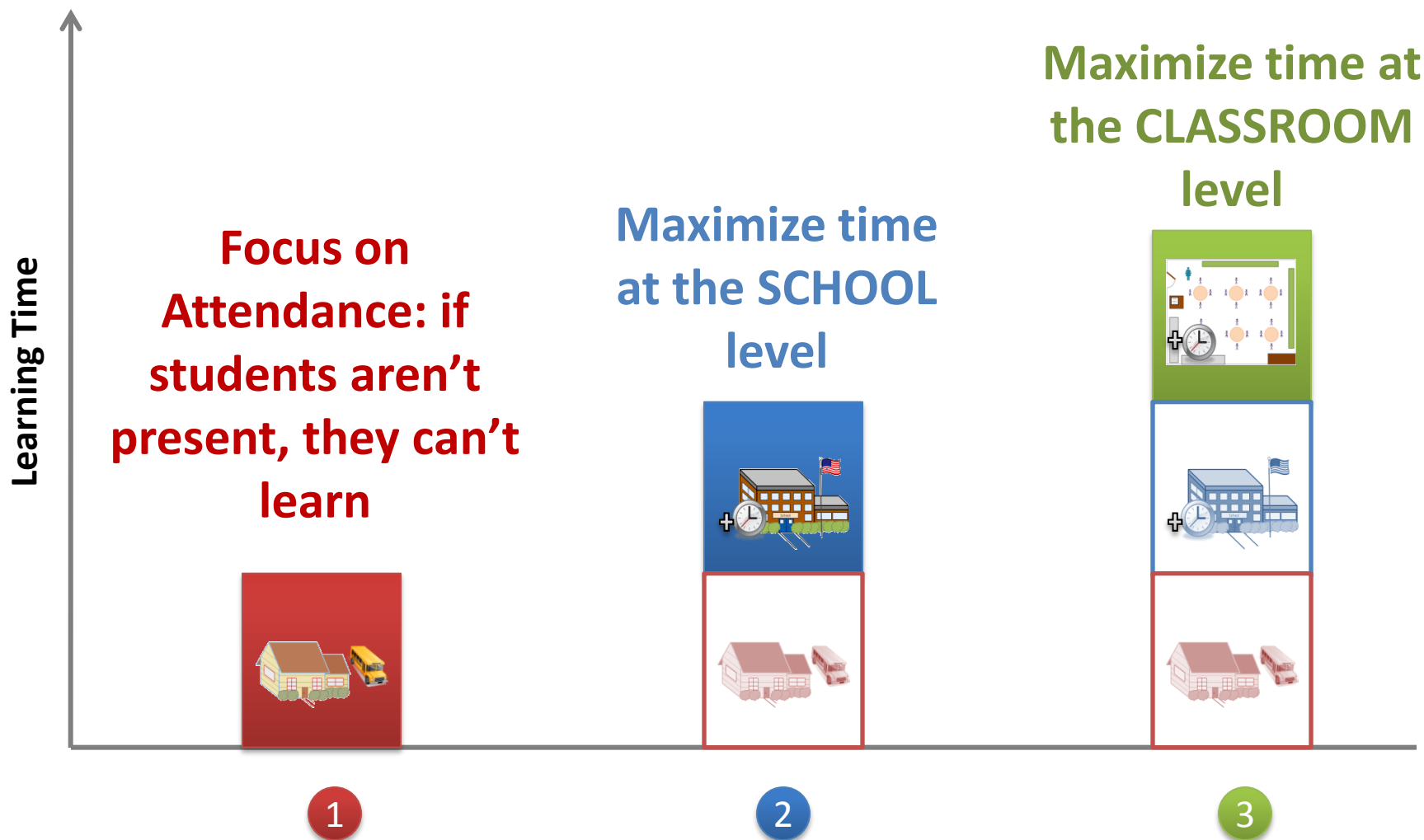
Maximizing Academic Learning Time

Academic Learning Time
Time students gain and retain subject knowledge

Instructional Time
Time devoted to instruction

Allocated Class Time
Total time in class

Allocated School Time
Total time in school

Academic Learning Time

Instructional Time

Allocated Class Time

Allocated School Time
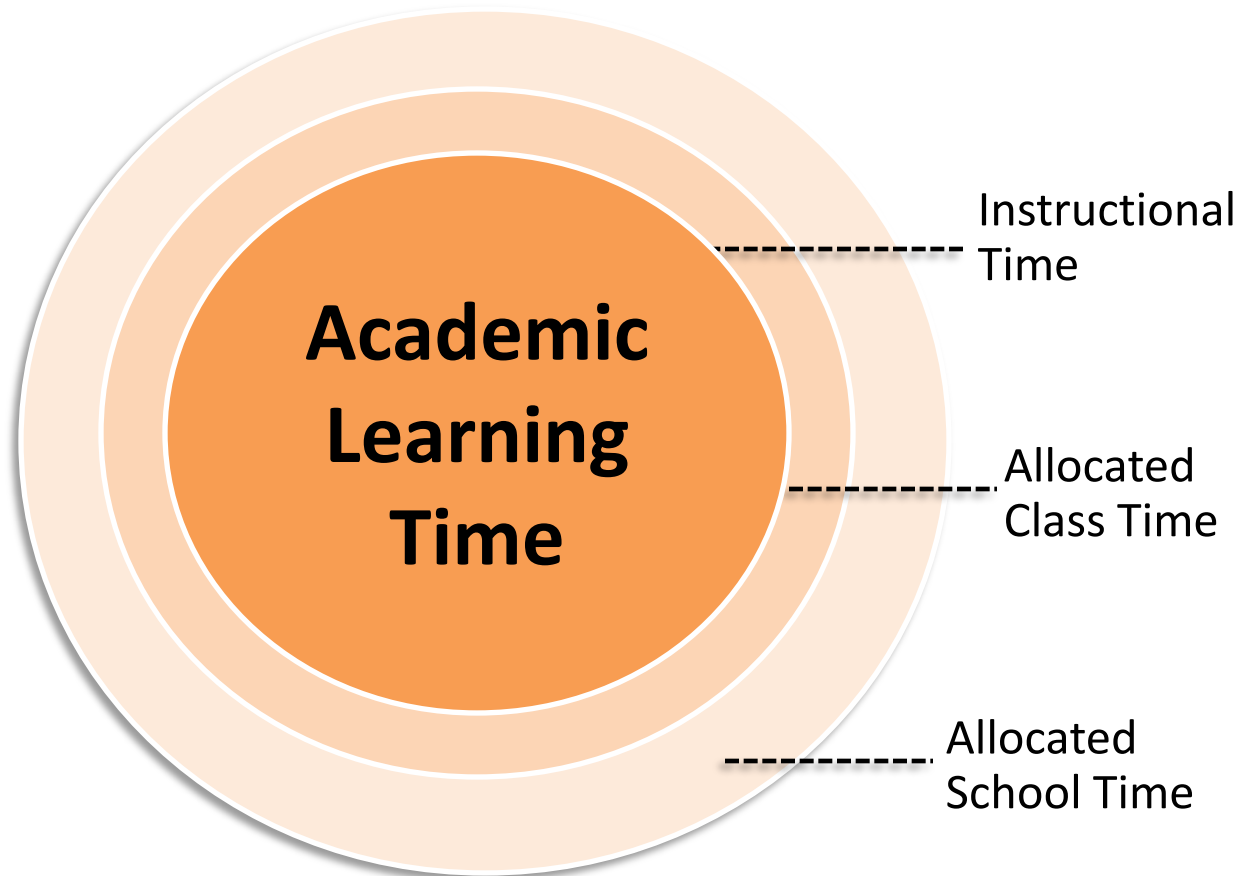
Source: Elena Silva, *On the Clock: Rethinking the Way Schools Use Time*, Education Sector Reports, 2007.

Tool #2: Quality Time Analysis Tool (QTA)

Allocated **CLASS** Time

+

- Academics and Support
- Non Core Academics

−

- "Other"

= Allocated Class Time

Allocated **INSTRUCTIONAL** Time

- Allocated Class Time

−

- Non-Purposed Time*

= **TRUE Instructional Time**

Other

- Lunch/Recess
- Homeroom
- Transitions between classes
- Study halls or Homework

Non –Purposed Time

- In-class transitions
- Miscellaneous interruptions
- P.A. announcements
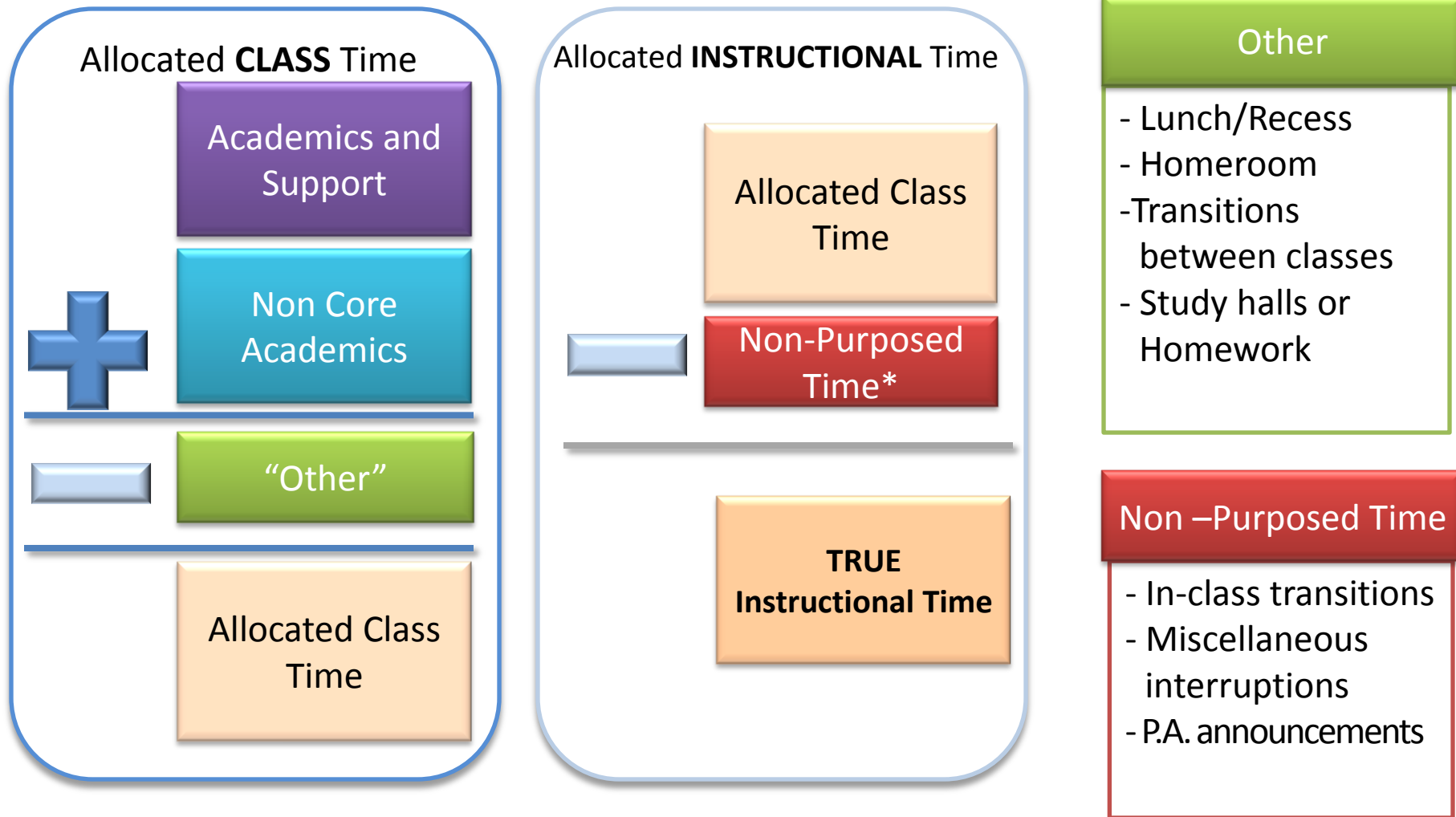
Quality Time Analysis Tool (QTA)

NATIONAL CENTER ON TIME & LEARNING	Quality Time Analysis Tool		
	Calculating Time Spent Weekly and Annually		

SECTION 1: CALCULATING TOTAL ALLOCATED SCHOOL TIME

Standard School Day	Start time:		
	End time:		
	# Standard Days/Week:	**Total Minutes/Day:**	0
Early Release (ER) Days	Start time:		
	End time:		
	# Early Rel. Days/Week:	**Total Minutes/Release Day:**	0
		Total Mins./Week (Avg.)	0
School Year	# Std. Days:		**Tracker:**
	# ER Days:	**Required Annual Hrs.:** 0.0	0.0

SECTION 2: CALCULATING WEEKLY ALLOCATED SCHOOL TIME

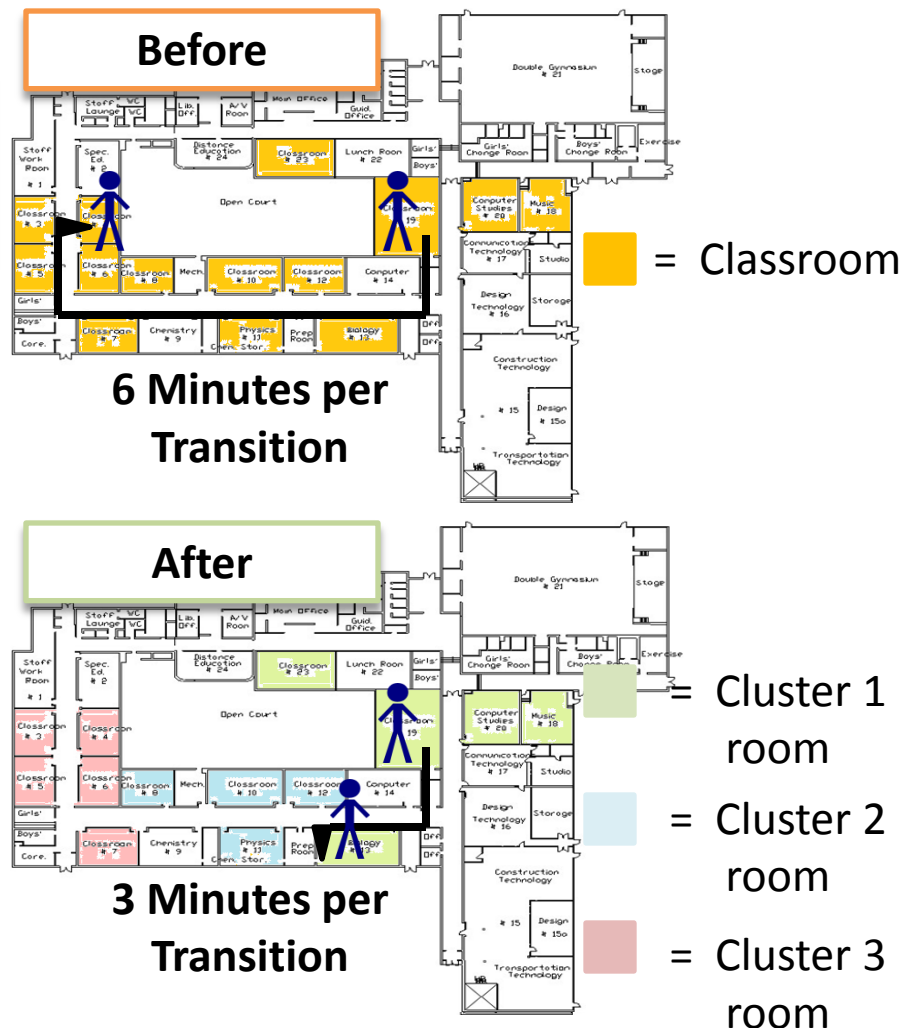| ACADEMICS/ACADEMIC SUPPORT	Minutes/ Week	% Allotted Time	NON-CORE ACADEMIC	Minutes/ Week	% Allotted Time	OTHER	Minutes/ Week	% Allotted Time
Core Academics	**0**	**0.0%**	**Enrichment/Non-Core Acad.**	**0**	**0.0%**	Lunch/Recess		0.0%
English Language Arts		0.0%	Physical Education		0.0%	Transitions b/w classes		0.0%
Mathematics		0.0%	Art		0.0%	Study Halls/Homework		0.0%
Science (incl. labs)		0.0%	Music		0.0%	Homeroom		0.0%
Social Studies		0.0%	Computers/Technology		0.0%	Other		0.0%
Foreign Language		0.0%	Other		0.0%	Other		0.0%
Other		0.0%	Other		0.0%			
Academic Support	**0**	**0.0%**	**Social/Emotional Support**	**0**	**0.0%**			
Tutoring		0.0%	Community Bldg. Activity		0.0%			
Remedial classes		0.0%	Advisory		0.0%			
Targeted Support		0.0%	Other		0.0%			
Other		0.0%						
Total Weekly Allotted	**0**	**0.0%**	**Total Weekly Allotted**	**0**	**0.0%**	**Total Weekly Allotted**	**0**	**0.0%**
Hours/Week	0.00	0.0%	Hours/Week	0	0.0%	Hours/Week	0.00	0.0%

How do schools use the information uncovered by a QTA?

Mastoras High School

Key Finding: 36 minutes of each 6 hour day taken up by passing time, equal to 10% of daily allocated school time

Action Steps

- Established school-wide goal to reduce passing time by 50%
- Reorganized students and teachers into 3 interdisciplinary clusters
- Reconfigured classrooms by cluster to minimize travel time
- Effectively reduced passing time to 3 minutes between classes, adding 1,800 minutes/year back into instruction

Before

6 Minutes per Transition

After

3 Minutes per Transition

■ = Classroom

■ = Cluster 1 room

■ = Cluster 2 room

■ = Cluster 3 room

2 **Maximize Time at the School Level**

Possible Uses of the Checklist for Maximizing the Effectiveness of Time and Quality Time Analysis Tool

Collect Time Use Data

⟷
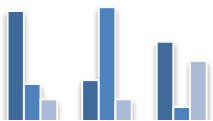
Generate Ideas among Staff

Calculate the amount of time your school spends across each of the three broad categories:

Academics and Support

Non Core Academics

Other

Assess whether changes are needed and what changes should be made regarding how time is used in your school so you can better reach your goals.
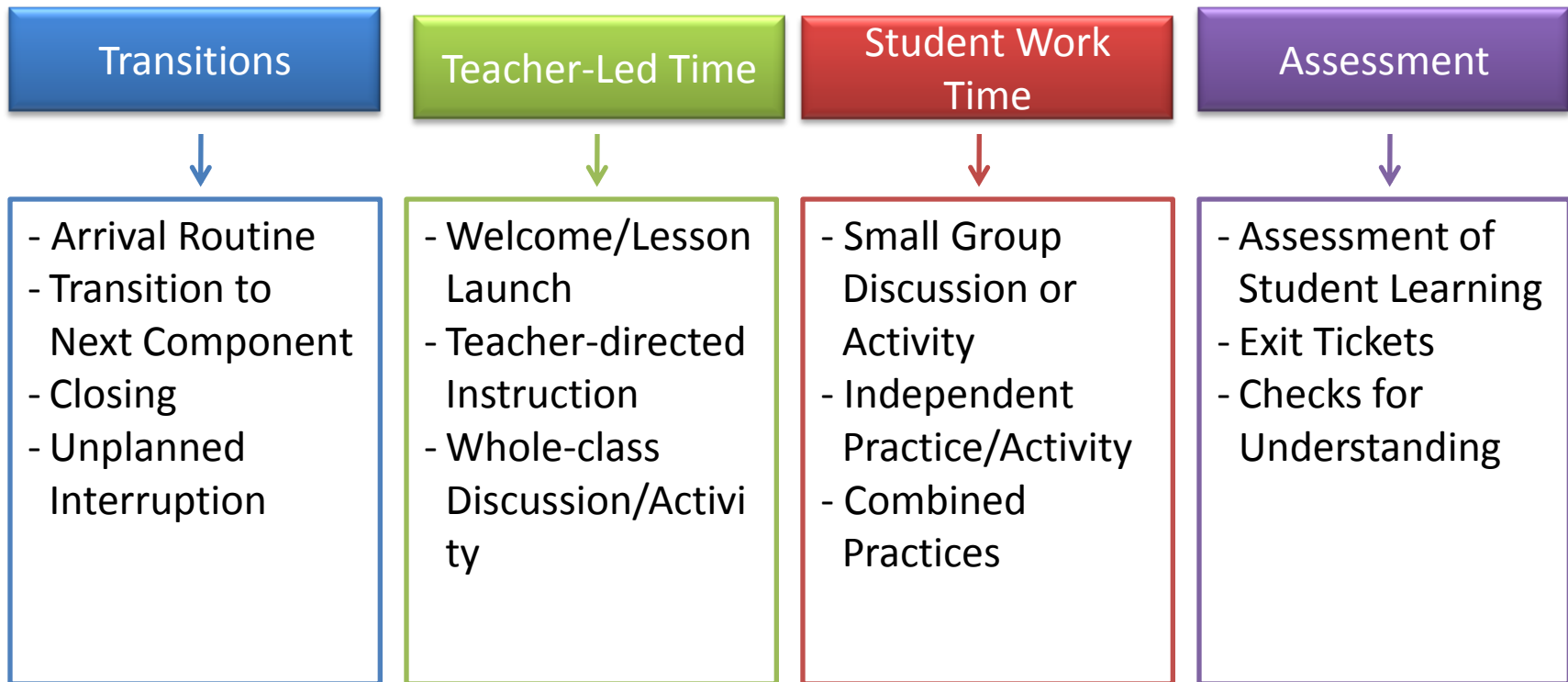
Help your school and educators consider modifications to policies and practices that will optimize learning time for your students

③ Maximize Time at the Classroom level

Classroom Time Use Tool

Types of Time-Use in a Typical Class Period

Transitions	Teacher-Led Time	Student Work Time	Assessment
- Arrival Routine - Transition to Next Component - Closing - Unplanned Interruption	- Welcome/Lesson Launch - Teacher-directed Instruction - Whole-class Discussion/Activity	- Small Group Discussion or Activity - Independent Practice/Activity - Combined Practices	- Assessment of Student Learning - Exit Tickets - Checks for Understanding

3 Classroom Time Use Tool:

A classroom observation tool for assessing the total amount and nature of instructional time in an individual classroom
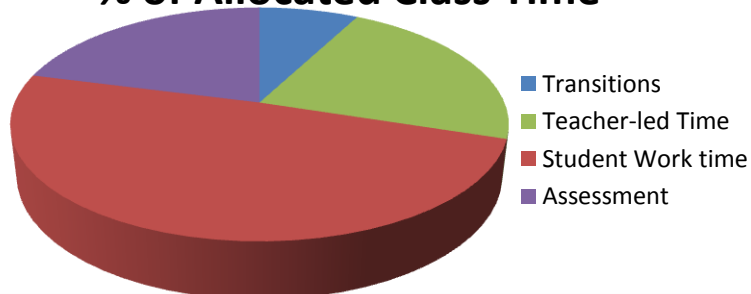
Drop Down Menu

Categories of Classroom Time Use
Arrival Routine
Transition to next component
Closing
Unplanned interruption
Welcome/Lesson launch
Teacher-directed instruction
Whole-class discussion/activity
Small group discussion/activity
Independent practice/activity
Combined Practices
Assessment of student learning

Classroom Time Use Tool		Class: Teacher: Total Allocated Class Time:		0:00:00	Observer: Date:
Category *(see descriptions below)*	**Start Time**	**Stop Time**	**Total Time**		**Notes**
Select Category from Drop Down Menu			0:00:00		
Select Category from Drop Down Menu			0:00:00		
Select Category from Drop Down Menu			0:00:00		
Select Category from Drop Down Menu			0:00:00		
Select Category from Drop Down Menu			0:00:00		
Select Category from Drop Down Menu			0:00:00		
Total Time: Transitions		% of Allocated Class Time			0.00%
Total Time: Teacher-Led Time		% of Allocated Class Time			0.00%
Total Time: Student Work Time		% of Allocated Class Time			
Total Time: Assessment of Student Learning		% of Allocated Class Time			
Total					

Classroom Time Use Tool

Class: Math (Grade 4)			**Observer:** Emily Raine	
Teacher: Ms. Jane Doe			**Date:** November 11, 2010	
Total Allocated Class Time:		2:00:00	**Class Size**: 23	

Category	Start Time	Stop Time	Total Time	Notes
Teacher-directed instruction	12:00:00	12:17:10	0:17:10	Observation began as they were starting lesson on multidigit multiplication. Doe models an activity using overhead projector. Interactive - asking questions and kids respond. Students periodically turned to do pair and share.
Transition to next component	12:17:10	12:20:30	0:03:20	Doe tells students to find their "3 o'clock partner". Students walk around to find their partner and a space to work. Doe passes out materials, makes sure all have partners.
Small group discussion/activity	12:20:30	12:34:35	0:14:05	Students are in pairs doing multiplication wrestling activity. Doe floats, makes sure they are on the right track, passes out slips of paper (classroom incentive system). Gave a 5-min warning at 12:31:05 - "3 min to finish, 2 min to clean up".
Transition to next component	12:34:35	12:37:00	0:02:25	Doe uses "Time Out" verbal and visual cue. Gives instructions for what students should do next. Students hand in papers/materials, transition back to their own seats, get out math notebooks.
Teacher-directed instruction	12:37:00	12:48:10	0:11:10	Doe uses overhead and everyday Math website to teach the algorithm. Interactive - moving between teacher-led, student response/discussion, web-directed lesson. Checks for understanding a lot throughout this component .

Total Time by Category

Total Time: Transitions	0:09:15	% of Allocated Class Time		7.7%
Total Time: Teacher-Led Time	0:26:40	% of Allocated Class Time		22.22%
Total Time: Student Work Time	0:58:55	% of Allocated Class Time		49.10%
Total Time: Assessment	0:25:10	% of Allocated Class Time		20.97%
Total	2:00:00			100.00%

% of Allocated Class Time

- Transitions
- Teacher-led Time
- Student Work time
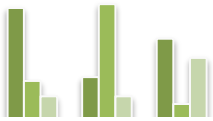- Assessment

Maximize Time at the Classroom level

Possible Uses of the Classroom Time Use Tool

Collect Time Use Data

Generate Ideas among Staff

Supplement district/school walk through protocol
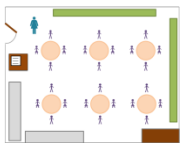
Observe peers in classrooms and partnership activities

Review data during teacher collaboration time

Help teachers calibrate actual time use against lesson plans

Set goals around minimizing transitions and maximizing teacher-led instruction, student work time, and assessment

Build effective time management strategies across full faculty and partners

Effectively Increasing Learning Time in an Era of Limited Resources

Cost Considerations

Successful Expanded Time Schools

Flexible roles reduce costs; consider using community partners

Staffing

Deployment of SPED, guidance, Title I, and support resources

Student Support

Stagger days and years for staff to increase student learning time

Flexible Scheduling

Reconsider district expenditures and allow for more flexibility

District Policies

Use new technology to expand time, reduce costs, and create flexibility

Technology

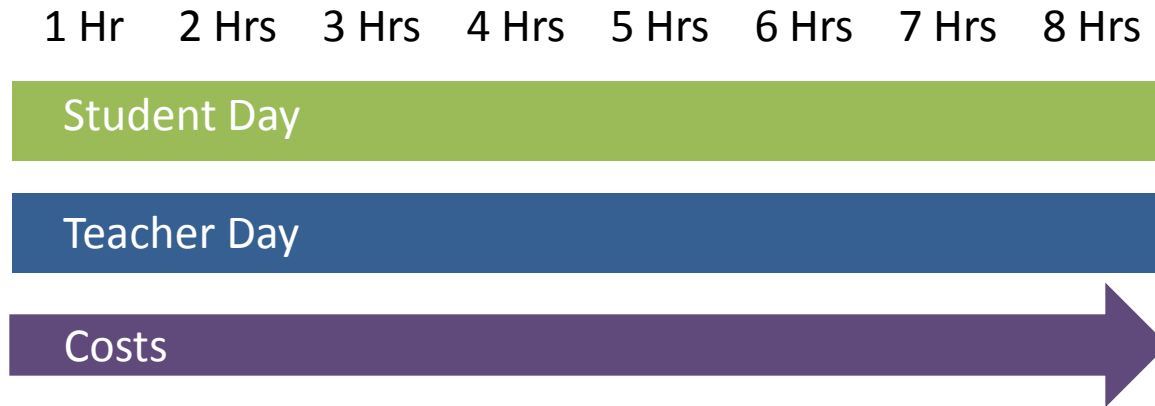Alter ratios to save costs while increasing learning time for all

Student Teacher Ratios

The Student Day Can Be Longer Than The Teacher Day

Moving Beyond the Teacher Day = the Student Day

Simplistic Approach to an Expanded School Day

| 1 Hr | 2 Hrs | 3 Hrs | 4 Hrs | 5 Hrs | 6 Hrs | 7 Hrs | 8 Hrs |

Student Day

Teacher Day

Costs →

Drawbacks
- ✓ Costly
- ✓ Difficult to negotiate
- ✓ May not suit student or teacher needs

Creative and Flexible Approach to an Expanded Day

| 1 Hr | 2 Hrs | 3 Hrs | 4 Hrs | 5 Hrs | 6 Hrs | 7 Hrs | 8 Hrs |

Student Day

Teacher Day — **Teacher Day**
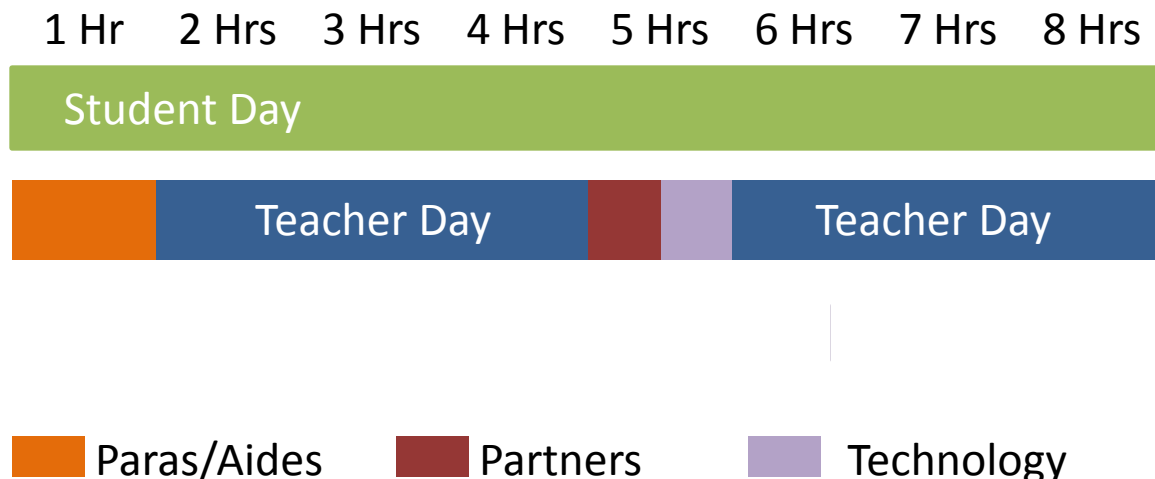
Benefits
- ✓ More cost effective
- ✓ Brings in outside expertise
- ✓ Provides scheduling flexibility for teacher prep, PD, and collaboration

█ Paras/Aides   █ Partners   █ Technology

Generation Schools: The Game Changer

Public, District, Unionized High School – Brooklyn, NY

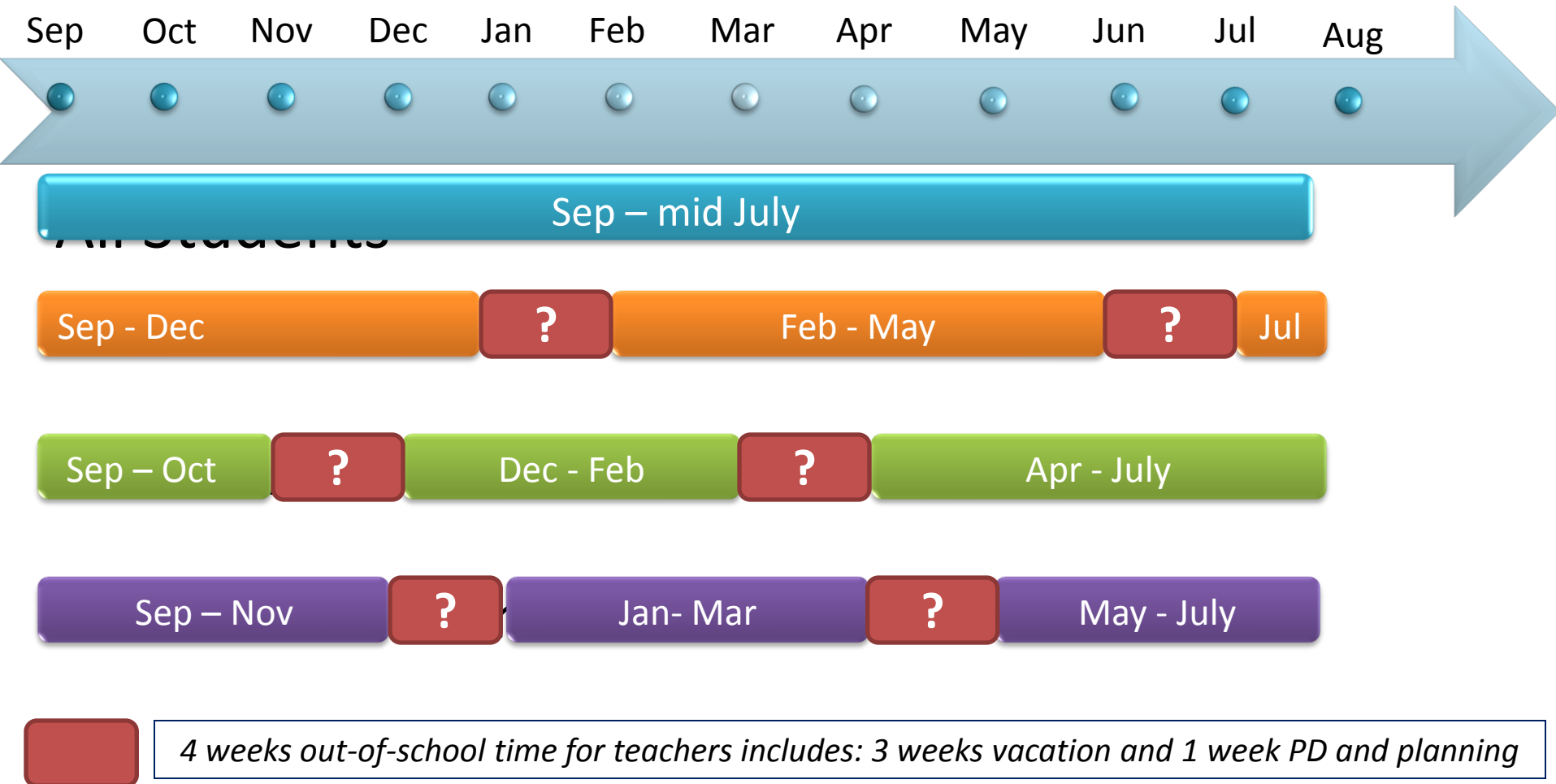| More learning time	200 7-hour days (320 more hours)
Small class size	14-18 students
Expanded collaborative planning time	2 hours every day
Reduced student load for teachers	60 or fewer students
Reduced course load	3 classes per day
More Professional Development	20 or more days per year

✔ **No Additional Teacher Time**

✔ **No Additional Cost**

Brooklyn Generation's Longer Student Year:
The Key is Staggering Teacher's Schedules

Sep   Oct   Nov   Dec   Jan   Feb   Mar   Apr   May   Jun   Jul   Aug

Sep – mid July

All Students

| Sep - Dec | ? | Feb - May | ? | Jul |

| Sep – Oct | ? | Dec - Feb | ? | Apr - July |

| Sep – Nov | ? | Jan- Mar | ? | May - July |

4 weeks out-of-school time for teachers includes: 3 weeks vacation and 1 week PD and planning

Preparing Students for Post Secondary Success: Internships and College Readiness

To offer Intensives and a longer school year Brookline Generations has two sets of teachers.

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Gr 9	Students	Regular Classes				INT.	Regular Classes			INT	Regular Classes	
	Teachers					OFF				OFF		
Gr 10	Students	Regular Classes			INT.	Regular Classes		INT.	Regular Classes			
	Teachers				OFF			OFF				
Gr 11	Students	Regular Classes		INT.	Regular Classes				INT.	Regular Classes		
	Teachers			OFF					OFF			
Gr 12	Students		INT	Regular Classes							INT	
	Teachers		OFF								OFF	
Intensive Teachers (All grades)		OFF	Intensive Classes			OFF	Intensive Classes					

Preparing Students for Post Secondary Success: Internships and Intensives

Rotating 4 week Intensive Programs – Tailored to the needs of each grade level

Seniors

Sept & June "I am Ready"
Students complete college applications and receive "life-readiness" training.

Juniors

May & April – Campus Life & Internships
Students visit campuses, identify colleges they will apply to and participate in internships and community service projects

Sophomores
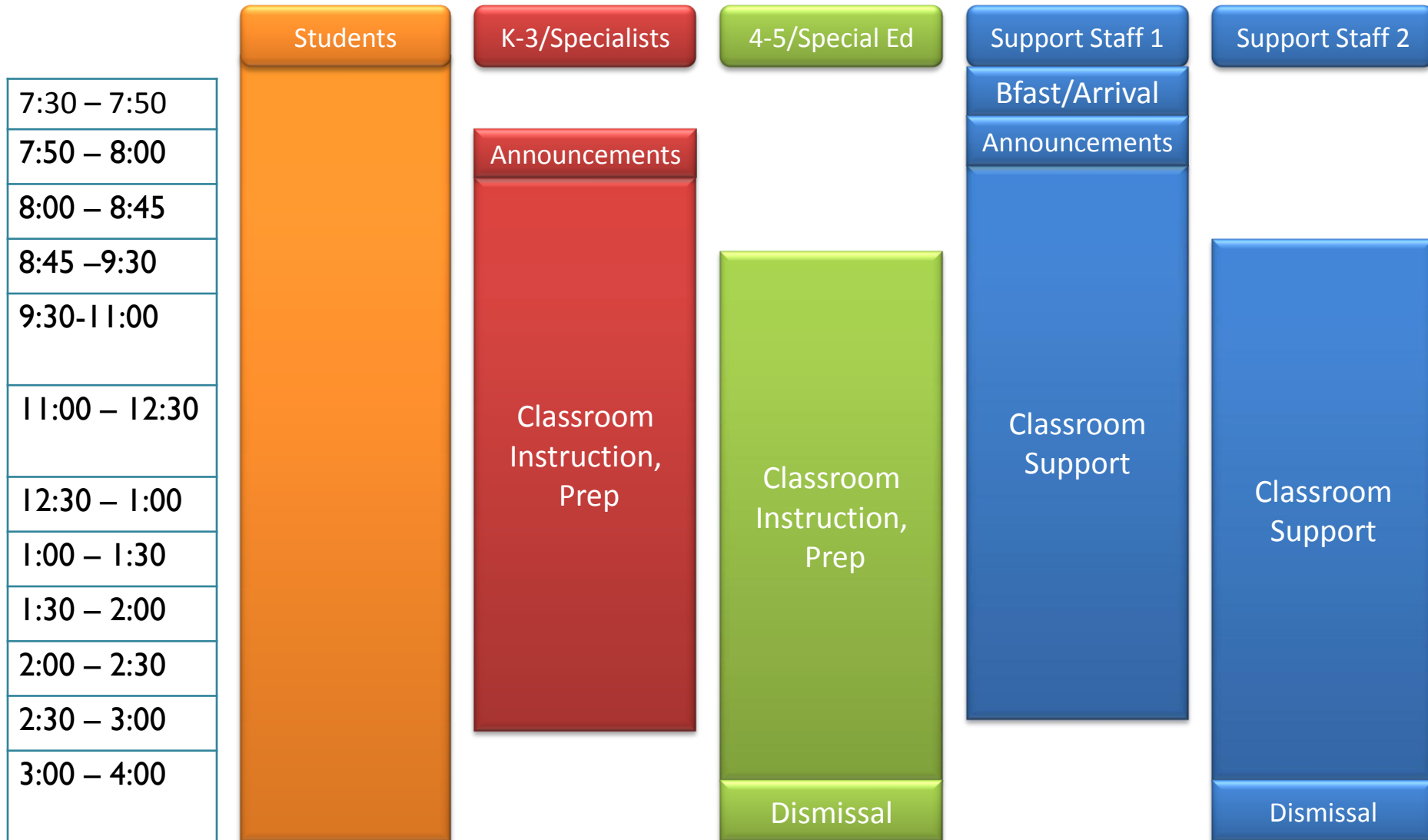
Dec & March- Nonprofit & Public Sector Experiences
Students adopt a cause and engage in real-life projects to effect change (e.g. Doctors without Boards, United Way, etc.)

Freshmen

Jan & May - Private Sector Experiences
Students explore fields that interest them: Medicine and Health, Tech and Engineering, Media and Journalism

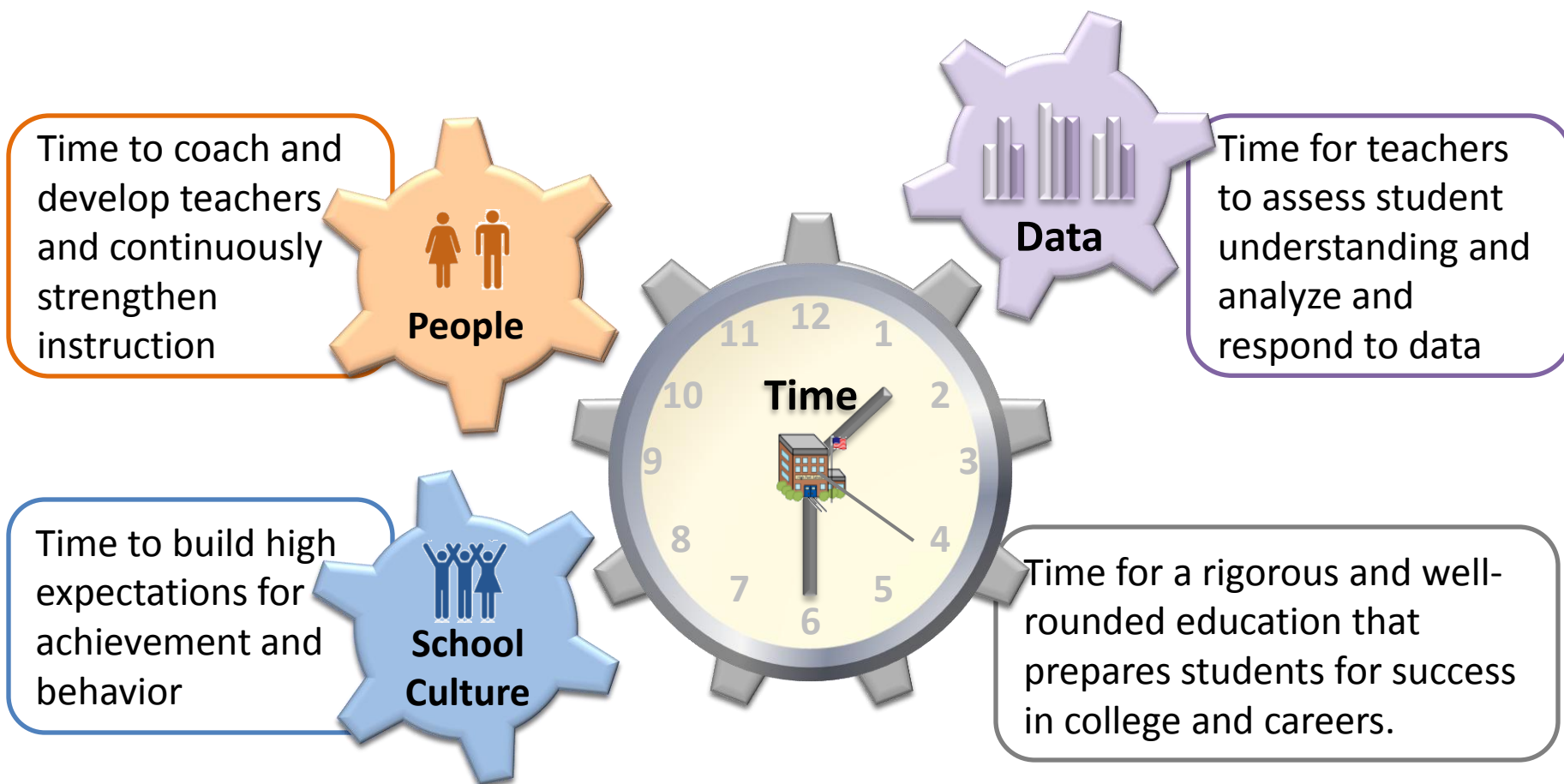# Stubbs Elementary School – Staggering Staff Schedules

| Time	Students	K-3/Specialists	4-5/Special Ed	Support Staff 1	Support Staff 2
7:30 – 7:50				Bfast/Arrival	
7:50 – 8:00		Announcements		Announcements	
8:00 – 8:45					
8:45 –9:30			Classroom Instruction, Prep		
9:30-11:00		Classroom Instruction, Prep		Classroom Support	Classroom Support
11:00 – 12:30					
12:30 – 1:00					
1:00 – 1:30					
1:30 – 2:00					
2:00 – 2:30					
2:30 – 3:00					
3:00 – 4:00			Dismissal		Dismissal

Questions and Reflections?

Time is the Essential Element

Time to coach and develop teachers and continuously strengthen instruction

People

Data

Time for teachers to assess student understanding and analyze and respond to data

Time

Time to build high expectations for achievement and behavior

School Culture

Time for a rigorous and well-rounded education that prepares students for success in college and careers.

How Will Your Next Version of ILT Guidance Help Create Results?

- **Prioritize Increased Learning Time:** it is the ingredient that makes the other requirements possible

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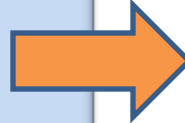
Key Messages
- More time enables you to do everything better
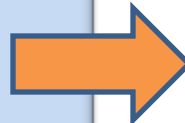- There are cost effective solutions

- **Spur Action & Innovation** with specific guidelines and requirements

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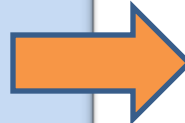
Suggested Requirements
- 300 hours
- All students
- Blended approach to staffing

- **Offer guidance/support** on effective learning time practices

➡️

- Share specific examples
- Effective ILT practices
- Improving use of time

NCTL's Framework for SEA/LEA Guidance

Allocating Resources to Increase Learning Time

Questions to Ask	What To Look For or Require	Red Flags
• How will you use staff flexibly (staggered schedules, shifts of staff, multiple roles, etc.) to allow you to increase student learning time? • How are you using funding resources (federal, district, and grants) differently from previous years in order to gain more learning time? • What other resources will you use to increase learning time (e.g. technology, partners, etc.)? • What allowances has the LEA made for SIG schools so they can allocate resources in a way that increases learning time?	• Staffing solutions that provide more time for student learning and additional time for teacher collaboration. • Approaches that provide additional learning time for students but do not rely on an equal amount of additional time from all teachers. • Using staff in ways that match their level of qualification and expertise (e.g. teachers are not staffing breakfast, lunch, study periods – instead their time is primarily used for instruction). • The use of technology and software programs to provide targeted learning time for students.	• Single source staffing approach to increasing learning time – additional time is only staffed by teachers, by one partner organization, or only using technology solutions. • No mention of changes in how funding resources (federal, state, or grants) will be spent in an expanded day or year. There needs to be a clear "before/after" scenario. • No mention of autonomies that schools have been granted by LEAS that allow them to increase learning time.

Resources

✓ **National Center on Time and Learning** (lots of valuable resources, examples, tools, etc.) www.timeandlearning.org

✓ **School Turnaround Learning Community** (talk about the ILT strand, how to access support through webinars, discussions, resources, etc.) www.schoolturnaroundsupport.org

✓ **Doing What Works:** *Increased Learning Time* (entire topic goes and PD package) http://dww.ed.gov